

## INTRODUCTION

- **THIS DOCUMENT** gives information and guidance to all members of the school community on Equality of opportunity within our school community.
- **IT WAS DEVELOPED** in 2012 through a process of consultation with governors, staff and parents.
- **IT WAS ADOPTED** in 2012
- **REVIEWED** 2014 2015 2016 2017

## LEGAL FRAMEWORK

This policy was developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

This policy has been developed to help us to meet our duties in respect of the Equality Act to -

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

## NINE GUIDING PRINCIPLES

### 1: ALL LEARNERS ARE OF EQUAL VALUE.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### 2: WE RECOGNISE AND RESPECT DIFFERENCE.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### 3: WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF COHESION AND BELONGING.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **4: WE OBSERVE GOOD EQUALITIES PRACTICE IN STAFF RECRUITMENT, RETENTION AND DEVELOPMENT**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

#### **5: WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **6: WE CONSULT AND INVOLVE WIDELY**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

#### **7: SOCIETY AS A WHOLE SHOULD BENEFIT**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

#### **8: WE BASE OUR PRACTICES ON SOUND EVIDENCE**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

#### **9: OBJECTIVES**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender



We recognise that the actions resulting from a policy statement such as this are what make a difference. Our Equality Action plan sits within the framework of our overall school improvement plan and processes of self-evaluation, and sets out specific equality objectives. The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are reviewed and reported on annually along with the progress towards achieving them.

## **SCHOOL CONTEXT**

Gotham Primary is a rural school with none of the staff and less than 10% of the pupil population declaring ethnic backgrounds as being other than White British. We have no children who have disabilities which require additional arrangements to be made to accommodate their needs. We do have a few grandparents who are wheelchair users and who visit the school. There are roughly equal numbers of girls and boys in the school. The staff is almost exclusively female, with the exception of the site manager. Hate crimes are reported in accordance with the LA requirements and are reported to governors in the HT report. The attainment and progress of pupils with protected characteristics are monitored through the use of EAZMAG

## **MISSION STATEMENT AND SCHOOL ETHOS**

We are committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes for all members of our school community. This policy will be implemented through day to day practice and incidences of unfair discrimination will be challenged. This policy underpins all other school policies.

### **Our School Mission Statement:**

We will aim to:

- Help all children make the greatest possible progress
- Create a caring, safe and supportive environment
- Foster an atmosphere of reciprocal respect
- Encourage all children and adults to find interest and enjoyment in school life
- Establish a partnership between the school, parents and the local community
- Bring an awareness of the school's place in the wider community
- Promote the school's 'Respect' rule as an appropriate code of conduct for all

## **ORGANISATION**

The principles for promoting equality and diversity will run through all our day to day work through:-

- Our arrangements for admissions, and induction of pupils and staff.
- Our monitoring of pupils' progress, attainment, achievement and attendance.
- Our holistic approach to pupils' personal development, welfare and well-being.
- Our rigorous response to bullying and safeguarding issues.
- Our provision of care, guidance and support for all pupils.
- Our engagement with parents/carers to ensure their involvement and partnership.
- Our commitment to working with the wider community in mutually beneficial partnerships.
- Our management of behaviour, discipline and exclusions.
- Our promotion of social and emotional intelligence through the use of SEAL.
- Our use of a variety of teaching styles and strategies to accommodate the needs of pupils.
- Our staff recruitment, retention and professional development arrangements.
- Our commitment to inclusion through access to a broad, balanced and exciting curriculum.



## THE CURRICULUM/TEACHING AND LEARNING

- Equality and diversity will be embedded as far as is possible in all areas of our curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc.
- We are committed to ensuring that resource materials reflect both the diversity of the school, local community and wider society as a whole.
- Class teachers will review the resources available to support the promotion of equality indicate where they find gaps so that we can direct funding to redress the balance.
- The attainment and achievement data for vulnerable groups forms part of our broader assessment agenda and is supported by the use of EAZMAG which allows us to track specific children. This data informs planning and the effective targeting of additional support for individuals and groups of pupils.

## ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

We are legally obligated to eliminate discrimination, harassment and victimisation. In addition we recognise our duty to foster positive relations between groups and individuals. We have agreed to adapt the Stephen Lawrence definition of a racist incident to cover all forms of prejudice.

***"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."***

We take our seriously and our procedures for dealing with such incidents are outlined in Appendix 1.

All hate/racist incidents are reported to the LA using the official form which is an important measure in building local data about offenders and victims, and in identifying patterns locally. Appendix 2

The number, type and seriousness of such incidents, will be reported to the governing body in the termly HT report. Staff will adequately trained to deal with such incidents through induction, INSET and staff meeting time, and this will form part of our annual cycle of CPD. A specific refresher will be delivered at the September INSET to remind all staff of their duty to challenge and report any incidents.

## ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that we comply with the legislation, and that this policy, our practice and any related procedures and any action plans are implemented and regularly reviewed and monitored. There is a named link governor who will have particular responsibility for this area of work, and the SD/P sub-committee will take reports on progress and review the policy.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis, but this may be delegated as appropriate to a senior member of staff in the HT's absence. The Head Teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that all staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to participate in training to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They will respond to and deal with any prejudice-related incidents which occur.



## **INFORMATION AND RESOURCES**

This policy will be reviewed annually by staff and governors. We will ensure that parents are aware of the contents of the policy by publishing it on Fronter.

We will collect and publish relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010. This will include the profile of pupils on roll; attainment data; attendance data; exclusions data; hate incidents etc. This will be reported to SD/P and made available to parents who will be notified by newsletter.

## **STAFF DEVELOPMENT AND TRAINING**

All staff - teaching, support, mid-days, office staff - will have their professional development needs met in relation to this agenda through the action plan Appendix 3 New and temporary staff will be made aware of the school's policy and practices in relation to equality, through induction.

## **BREACHES OF THE POLICY**

All concerns/complaints about the implementation of the policy or any infringement of it will be dealt with by the Head Teacher who may refer the matter to the Complaints and/or Equality governor.

## **MONITORING AND EVALUATION**

The impact of this policy will be measured and reviewed annually through a report to the SD/P committee by the Head Teacher in the summer term. The Head Teacher will keep a log of behaviour incidents in order to monitor frequency, type and severity. In the light of this analysis the school may decide to adapt this policy.



## APPENDIX 1 - DEALING WITH PREJUDICE AND PREJUDICE-RELATED BULLYING INCIDENTS

*"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."*

A prejudice incident is any incident which is perceived as racist by the victim or any other person

This removes any doubt or ambiguity over whether an incident should be recorded as a hate incident. Prejudicial behaviour could involve any of the following activities:

- a. verbal abuse and threats;
- b. racist graffiti;
- c. provocative behaviour such as wearing badges or insignia;
- d. prejudiced comments in the course of discussions;
- e. ridicule of an individual's protected differences,
- f. physical assault which is motivated by prejudice
- g. damage caused to a person's property which is motivated by prejudice;
- h. incitement of others to behave in a racist/ prejudiced way;
- i. refusal to co-operate with other pupils because of their differences.

Failure to take action, even when an incident appears to be of a minor nature could be seen as condoning that behaviour and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in Appendix A.

### DEALING WITH RACIST INCIDENTS

The following action should be taken:-

1. The Head Teacher should be informed.
2. Parents should be informed.
3. Support should be offered to the victim.
4. Counselling should be given to the perpetrator.
5. A Racist/ Hate Incident Report Form should be completed and sent to the LA Achievement and Equality Team within 10 days of the incident.





CATEGORY	SUGGESTED ACTIONS
Verbal Abuse and Threats	<ol style="list-style-type: none"> <li>1. Members of staff must not ignore any form of verbal racist abuse in the school.</li> <li>2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.</li> <li>3. Individuals who are persistently abusive will be dealt with through the school's behaviour policy, and the incidents logged on a hate incident form.</li> </ol>
Racist graffiti	<ol style="list-style-type: none"> <li>1. Any racist graffiti in the school will be removed immediately.</li> </ol>
Provocative behaviour such as wearing racist badges or insignia	<ol style="list-style-type: none"> <li>1. We do not permit the wearing of racist badges or insignia. In certain circumstances, we will seek support of the Police. We will impose an exclusion for repeated offences.</li> <li>2. Pupils/ parents/ visitors wearing such badges or insignia should be referred to the Head Teacher.</li> </ol>
Racist comments in the course of discussions in lessons	<ol style="list-style-type: none"> <li>1. Racist statements must not be allowed to go unchallenged. The school should have a clear policy which identifies expectations of how teachers will react to the use of racist comments.</li> <li>2. Pupils who persist in making inappropriate comments must be referred to the HT.</li> </ol>
Ridicule of an individual for cultural or religious differences	<ol style="list-style-type: none"> <li>1. Members of staff must not ignore any form of ridicule. e.g. food, music, dress, worship patterns etc.</li> <li>2. Explain fully to the perpetrator that racist behaviour will not be tolerated.</li> <li>3. Perpetrators who persist in making fun of individuals in these ways must be referred to the Head Teacher.</li> </ol>
Bringing racist materials such as leaflets, comics, magazines or computer software into school	<ol style="list-style-type: none"> <li>1. All forms of racist literature and materials must be removed. In certain circumstances, schools may need the support of the Police.</li> <li>2. Refer pupils to the Headteacher as appropriate.</li> </ol>
Attempts to recruit other pupils and students to racist organisations and groups	<ol style="list-style-type: none"> <li>1. Report immediately to the Head Teacher. Head Teacher to consider contacting the Police. Seek guidance from the LA. In certain circumstances, schools may need the support of the Police. Consider exclusion.</li> </ol>
Physical assault against a person or group because of colour, race and/or ethnicity	<ol style="list-style-type: none"> <li>1. In certain circumstances, schools may need the support of the Police.</li> <li>2. Full report to the Head Teacher. Consider exclusion.</li> <li>3. Take necessary action to prevent recurrence.</li> </ol>
Damage caused to a person's property which is racially motivated.	<ol style="list-style-type: none"> <li>1. Reports to the class teacher, or Head Teacher as appropriate. In certain circumstances, the police may need to be informed.</li> <li>2. It should be made clear to the perpetrator that this action is not condoned. An apology and reparation should be sought.</li> </ol>
Incitement of others to behave in a racist way	<ol style="list-style-type: none"> <li>1. Schools need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the Police who can support the school.</li> <li>2. Refer pupils to the Head Teacher as appropriate.</li> </ol>
Refusal to co-operate with other pupils because of their race.	<ol style="list-style-type: none"> <li>1. Every pupil has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds.</li> <li>2. Pupils persistently refusing to co-operate must be referred to the Head of Year or Head Teacher as appropriate.</li> </ol>

